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ABSTRACT

This 1984/85 annual report of the Scottish Environmental Council (SEEC) highlights the following: (1) constitutional changes; (2) membership status; (3) executive committee structure; (4) funding plans; (5) conference summary; (6) work toward an environmental database: Scottish Environmental Information Network for Education (SEINE); (7) publications; (8) curriculum development; and (9) collaborative efforts. A separate report of the March 1984 SEEC conference reviews the educational implications of the World Conservation Strategy (WCS). The impact of the mass media, formal education, and information education on environmental education is assessed. Complete texts of two addresses from the conference are also included. The first (by John Foster) contains an explanation of the main themes of the WCS. These themes focus on industry, urbanization, rural environments, marine and coastal aspects, international elements, ethics, and education. The second address (by John Baines) develops the educational dimension of the World Conservation Strategy. Recommendations for program emphases and direction are stated. (ML)

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ANNUAL REPORT

SE 045 817

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1984/85

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Mr. J. LOGAN,	(Honorary Consultant)
Mr. J. MILLIGAN,	University of Strathclyde. (Curriculum Development Committee).

* Resigned.

SCOTTISH ENVIRONMENTAL EDUCATION COUNCIL

REPORT FOR 1984-85

CONSTITUTION

At its annual meeting in March 1984 SEEC took the major step of changing its name from Committee to Council and adopting a constitution including provision for membership of a more formal nature than the list of correspondents previously maintained. In addition to supporting the aims and activities of SEEC, members have right of access to the Information Network and to the resources which it is developing. Also, by arrangement with the Council for Environmental Education, SEEC members receive its regular publications, REED and the CEE Newsheet, and may purchase other CEE literature at a discount. An established body of members should provide us with a more secure base from which to work.

SEEC was accorded charitable status by the Inland Revenue subject to a small clarification of wording in the constitution, about which members were consulted by letter. Members will now receive the final version.

MEMBERSHIP

Since the institution of formal membership the Council has enrolled 42 institutional members and 23 individual members. A new brochure will shortly be prepared and a campaign to increase membership will then be undertaken.

EXECUTIVE COMMITTEE

Following adoption of the Constitution the former committee was reconstituted as the Executive Committee of SEEC, and has met three times, in Stirling, Paisley and Edinburgh. These meetings provided members with an opportunity to see the Information Management Project at closer quarters, and the Education Unit at Edinburgh Zoo. Mr. Graham, Mr. Rowatt and Professor Wilkinson retired from the committee in March and Mrs. Hay, Mr. O'Brien, Miss Page and Mrs. Watters were elected at the Annual Meeting. Subsequently Mr. Hume resigned following a change in his employment; this place will be filled at the 1985 annual meeting.

The Committee lost the services of Miss Morag Dunn, from which it has greatly benefited in recent years, when she left her post with the Scottish Civic Trust. Since this post has not been filled it has been impossible for the SCT to continue the measure of support which she gave to SEEC, but the Trust will still help us as far as it can in other ways.

The Committee has, however, recruited some voluntary help in its administrative affairs from Mr.John Logan who recently took early retirement and is willing to put his expertise in business management to the Committee's advantage on a basis of expenses.

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This arrangement has been made more practicable by the offer to SEEC of a grant by the Carnegie UK Trust, partly to provide for some administrative expenses and partly to assist publication of the report on environmental education in Scotland mentioned below. For this support we are very grateful.

FUNDING

Fund-raising is of course a priority for SEEC if its development is to proceed as we would like it to do. Mr. Logan has initiated discussions with some commercial organizations in this field from which we hope to benefit. The possibilities of government support have been explored through a meeting with representatives of the Scottish Education Department and the Scottish Development Department, from which it emerged that the best chance might lie in the submission of proposals for a suitable research project. Consideration is being given by the Committee to one relating to the 16 and Over Action Plan.

In the meantime we are also sharing, with other Scottish organizations in the conservation field, in a direct approach on funding to the Secretary of State for Scotland undertaken by the Scottish Council for Community and Voluntary Organizations. His attention has been drawn to the Special Grants Programme of the Department of the Environment, replacing the Small Grants Programme from which many organizations south of the border have benefited substantially by provision of management grants, and also to the Guide to Grants published by this department. His response to a request to introduce a similar Management Grants programme in Scotland, and to produce a similar guide, has been unsatisfactory and a meeting has been requested. It appears that Scottish-based organizations are at a severe disadvantage as compared with southern counterparts, a matter which should certainly be pursued.

ANNUAL CONFERENCE

The 1984 Annual Conference was held at the headquarters of the Countryside Commission for Scotland, Battleby, Redgorton, and we are very grateful to the Director and staff for the generous hospitality which we received there and to the thorough preparatory work of our own committee convened by Mr. Butler. The location was particularly appropriate since the subject of the conference was the Scottish response to educational aspects of the World Conservation Strategy (WCS), an enterprise in which the CCS was much engaged.

The introductory address was given by Mr. Ken Collins M.E.P., Chairman of the Environment Committee of the European Parliament, and an account of the World Conservation Strategy followed, by Mr. John Foster, Director of the CCS. Mr. John Baines, Director of the Council for Environmental Education, who had served as rapporteur for the education section of the UK Conservation and Development Programme (the UK response to WCS) described the educational dimensions of the Strategy and their

application in the UK. In the afternoon discussion groups took up the implications of WCS for Formal and Informal Education and the Media. Unfortunately problems were encountered in tape-recording and transcribing the proceedings but a report is appended.

What emerged clearly from the conference was the value of WCS as an input to environmental education. It was plainly important that SEEC should follow this up and after some initial discussions a committee chaired by Mr. Dan Aldridge has been preparing a brief for topic groups which will explore the promotion and treatment of WCS principles and recommendations in Scottish education. It is hoped that these groups will work over the year and report back to the Committee next winter.

INFORMATION MANAGEMENT PROJECT

During the year progress has been made towards the establishment of S.E.I.N.E. - a Scottish Environmental Information Network for Education. Support from the Manpower Services Commission was continued for a second project and we have had developments in terms of equipment and staff. Four project assistants left during 1984 to take up more permanent employment - a loss to us but a satisfactory outcome since enhancement of job prospects is the MSC objective. Graeme Walker has been Project Supervisor throughout the year.

The equipment developments reflect increasing amounts of work on micro-computers - using the CP/M based Osborne 1 and two RML 480Z computers, as well as the BBC Model B micro - in addition to continuing work on the Paisley College Prime mainframe computer system. This work has involved the input of data from a wide variety of sources in both the formal sector of education and community-active organisations. Pilot efforts have involved the small-scale distribution of BBC microcomputer floppy-discs, holding software and data, to schools and community organisations. We have also participated in a data-base conference at the Scottish Council for Educational Technology. Reactions to our system have been generally favourable and we have benefited from some constructive suggestions. We have had useful discussions with Mr. Keith Robinson of the Curriculum Development Service, and are very grateful to Mr. John Graham and Miss Linda Walker of the Robertson Centre in Paisley for their valuable advice, cooperation and help in setting up pilot studies. We also thank the Manpower Services Commission for financial support and Paisley College of Technology for provision of facilities.

Mindful of our collaboration with the Council for Environmental Education, we have standardised to a fifteen-field record structure for storing the information and have converted all the core data to this. With the development of our microcomputer software we are in a position to issue sets of data and programmes to community organisations like Environmental Centres and others involved in environmental education. We have

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an agreement for distribution to all Scottish schools by the Scottish Microelectronic Development Programme, and so the stage is set for the implementation of SEINE as a working system making a real contribution to environmental education throughout Scotland. This is marked by a launch of the system by Dr. James Munn on March 5th 1985 at Paisley College of Technology. The next stage of development, for which M.S.C. funding has been approved in principle, will be generation and trial of materials for use in both formal and informal sectors of education, i.e. in schools and in the community, in several parts of Scotland.

PUBLICATIONS

Last year we reported our intention to prepare a review of the developments in environmental education which have taken place in Scotland during the ten years since publication of the Gilbert Report. The text of this review, to be entitled 'Learning for Living: Ten Years of Environmental Education in Scotland', is now largely ready but there have been some editorial delays, due to reasons outwith the committee's control. However, with the additional encouragement of financial support already referred to, it is hoped to achieve publication before summer.

Following the circulation of REED and the CEE Newsheet to members, an invitation from CEE has been welcomed by the committee to be represented on the editorial board; Mr. Tom Masterton has agreed to represent SEEC in this capacity.

EE IN FORMAL EDUCATION

As in the past we have received and commented on proposals for syllabus development received from the Scottish Examination Board. In the belief that our contribution to developments in formal education should, however, be active as well as reactive we have now set up a special committee convened by Mr. Jim Milligan to look at environmental education in the whole context of curriculum development in schools. A statement commenting on the short course programme has been prepared and sent to the authorities concerned.

Our interest in the 16 and Over Action Plan has already been mentioned.

CONTACTS WITH OTHER BODIES

In collaboration with the Scottish branch of the Institute of Biology we are preparing an exhibit for the 1985 meeting of the British Association for the Advancement of Science, to be held in Strathclyde University. We hope that this will draw the importance of environmental education to the attention of participants in that meeting.

We are continually grateful for the support and encouragement we receive from our counterpart the Council for

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Environmental Education, and from the Scottish conservation organizations. Without this we should have little chance of achieving our objectives.

In various ways we maintain contact with other national and international organizations which share our interests. These include the International Union for the Conservation of Nature and Natural Resources (IUCN) which held its triennial General Assembly in Madrid in November, and particularly the Commission on Education which adopted a new programme for the coming triennium in which we may expect to play some part. Associated with this Scotland will be represented at a conference organized by the Committee on Teaching of Science of the International Council of Scientific Unions (ICSU) on Science and Technology Education and Future Human Needs; it includes an Environment section, and will be held in Bangalore in summer 1985.

In the summer we were represented in discussions at the Atlantic Centre for the Environment, in Ipswich, Massachusetts, as a result of which some links already established between EE interests around the North Atlantic are being developed in the form of youth exchanges, for which some funding is available. We were also represented at the Conference of the International Association of Zoo Educators held in Edinburgh and Peebles in September, at which educational responses to WCS again became a major talking-point. We are represented on the Council and Education Committee of the Institution of Environmental Sciences and this also offers possibilities for future collaboration.

CONCLUSION

As a council we have many matters before us that require urgent attention and action; we have also many ideas as to how they ought to be tackled and much experience among our membership to guide such activity. We are still hampered, however, by restrictions of time and resources which continue to make some of our responses all too slow. Nevertheless we believe we are building the platform from which we can call successfully for more material support.

As in the past I would like to thank all those who in one way or another have given us their time and expertise and particularly on this occasion my secretary Mrs. Eleanor Webster who has uncomplainingly and efficiently carried out many of the committee's administrative chores.

J.C. SMYTH.
Chairman

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EDUCATION AND THE WORLD CONSERVATION STRATEGY: A SCOTTISH RESPONSE

A REPORT OF THE SEEC CONFERENCE, March, 1984

Publication in 1980 of the World Conservation Strategy (WCS) was beyond doubt a major event in the development of environmental awareness, an authoritative statement of what needs to be done to achieve a healthier relationship between Man and his Environment. Publication in 1983 of the UK Conservation and Development Programme (CDP) applied the principles of WCS to our own industrialised country. Together these documents now provide environmental educators with a programme of requirements for the supportive work that is needed from them if public understanding and agreement are to be reached on the measures necessary for putting the recommendations into practice. This was plainly an important topic for a SEEC Conference. Participants were provided with a review of the CDP as part of their background reading (REED,11 (3): 17-21).

The opening speaker was Mr. Ken Collins MEP who, as Chairman of the Environment Committee in the European Parliament, was able to set environmental concerns in their European context. Although not referred to in the original Treaty of Rome it is significant that an environmental policy has been made necessary by the trananational nature of many environmental problems, the relevance of environmental quality to the Treaty's commitment to raise living standards in the community, and the need for collective action to ensure that no member state is disadvantaged as a result of applying agreed protective measures. If resource management and environmental quality are not taken care of then future growth will not happen and standards will decline.

Mr. Collins was followed by Messrs. John Foster and John Baines who set the scene for the afternoon discussion and whose papers follow this report. Three discussion groups were set up, dealing with WCS and the Mass Media, Formal Education and Informal Education respectively. These produced lively discussions which were summarised briefly by the Chairman at the end of the conference. What follows is a more extended summary of the main points made. The compiler can only apologise if in the process of digestion any major matters are misrepresented or omitted.

For those concerned to promote either WCS or CDP the message of the conference was all too clear. Several participants had not previously heard of WCS and, in one group at least, half the members knew nothing of the launching of the UK CDP. The ripples from a splash in London fade out all too easily before they reach the border. So if these reports are to influence Scotland as they should much work is still to be done, not only by SEEC but by all the organisations having a stake in conservation programmes.

At present the reports are in a form rather too heavy and

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expensive to appeal to any but the fully converted (although the IUCN Commission on Education has now published a lavishly illustrated introduction to WCS with a short readable text). There is a need, however, for materials which will interpret these ideas in a more palatable form, not only for the general public but for the reporters of the mass media to use as the opportunity arises. Some ideas are already under discussion - a video recording, for example, in which the National Trust for Scotland and Napier College have both expressed interest - and there was a reminder of the possibilities now presented by Information Technology in, for example, the production of games and other materials.

The mass media, especially TV (including Open University programmes) but also radio (particularly local radio) and the tabloid press may offer the best opportunities for conservation messages to reach the uncommitted. They do, however, have their limitations: while much well-earned praise is accorded to the highly successful natural history programmes which certainly present a picture of the natural world to those unfamiliar with it, the picture is inevitably inclined to emphasise the picturesque (at the expense of the more familiar), and programmes contain little about conservation as such. Nor do they usually deal constructively with the relations between conservation and development. Here indeed the media may be counter-productive by preferring to respond to confrontation (between conservationists and farmers, for example), giving little attention to the much more widespread occurrence of cooperation (e.g. the formation of Farming and Wildlife Advisory Groups). There is scope for more environmental education at a surreptitious level - 'The Archers', for example, was set up to broadcast advice to farmers (what might one do with Coronation Street?). What more might be done by Conservation organisations to provide ideas and materials? Should SEEC set up a Media Group to this end? What are the possibilities for commercial production of materials acceptable to the media? How can the media be encouraged to tackle population problems and issues such as starvation from an environmental standpoint? Work is being done by some conservation bodies to tackle these issues and more collaboration might help between organisations which presently touch the same problems from different directions (conservation and development aid bodies for example). Clearly, however, we must not forget to include in an EE strategy the need to educate those educators (however unlikely they are to be called such) who reach the widest range of uncommitted citizens.

Formal education is the field where environmental education, in which WCS issues most naturally fall, is most frequently recognised by name (although not necessarily acknowledged). The Education section of the CDP makes a series of recommendations for its promotion. At present, in Scotland, most effort is dependent on the presence in schools of enthusiasts and thus vulnerable to staff movement, and, in secondary school at least, largely confined to the less able pupils. Participants at the conference pointed out the pressures which exist in schools at

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present and especially on senior staff, from new developments in the curriculum, competing enthusiasms and staffing difficulties. Real progress for environmental education is only likely when pressure can be exerted nationally on the curriculum development process, to influence the design of the curriculum rather than tinker with what is already determined.

There is an evident need for organisation. Environmental issues may crop up at present under a number of different subject headings, so that at one extreme pupils (and teachers) may be confronted with a favourite topic like pollution until they are sick of it and react accordingly. At the other extreme pupils with a different choice of subjects may miss environmental issues entirely: this is especially likely to include the academically more gifted - the future decision-makers - and is therefore a serious fault (for which the universities have come in for some blame because of entrance requirements). Without certificate status how can we avoid environmental courses acquiring a Mickey Mouse classification? One suggestion was a special Survival Course (note the unusual title) to be a compulsory element in S1 - 2. It would have to be field-orientated (a need emphasised for all environmental courses) and very practical - and it might have a real appeal. All these problems and ideas, however, point to the need for a specially appointed committee to sort the whole thing out before further curriculum developments complicate it more. Presumably this should be set up by the Consultative Committee on the Curriculum and be able to look at integrating topics from primary onwards as well as providing for the whole an internal theoretical structure.

Structure raises questions of philosophy. Concern was voiced at the extreme complexity of many environmental problems - many pollution problems for example - and the difficulties experienced in presenting them fairly even to advanced students. The elements which will contribute to developing an environmental ethic need to be introduced, however, as early as possible. An analogy was drawn with the relationship between medicine at university and health studies at school. Here, perhaps, is another job for the required committee.

The provision of suitable materials for environmental teaching in schools is still far short of adequate. Quite a lot is seemingly being produced in some schools which could have a wider value if its existence were known and a network established. Other materials are being produced by independent organisations, often excellent but sometimes over-emphasising the viewpoint of the producer. Here the potential co-ordinating role of SEEC, especially through its Information Management Programme, was stressed, to provide an active network for information and exchange, to provide a frame of reference and an evaluation for various available resources and itself to produce resource packs. (Trials of materials are included in the planning of the next phase of the Information Management Project).

When the target population for environmental education is

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extended beyond the formal sector many of the same needs apply but their style of presentation diversifies. Identifying markets, getting away from a uniform middle-class approach to the environment and fitting the message to the recipients were all points of emphasis. Targets are wide-ranging, from the totally uncommitted (already referred to), through volunteer helpers in specific organisations, to various kinds of environmental interveners, whether users of environmental resources, professional advisers of users or decision makers in both private and public sectors. A classified register of training opportunities might be a helpful component of the information bank.

At the decision-maker end of the scale the diversity of organisations addressing environmental issues, with their various specialisms, should be an advantage but they must work together and the potential co-ordinative role of SEEC was again emphasised. Although ecologists have often deplored the hi-jacking of their science for a political purpose, the need for those concerned for the environment to become themselves more political was made all the more evident to conference participants by the nature of many of the CDP recommendations. Involvement in community councils, concerted pressure on local authority councillors and MP's, submissions to political parties are among the approaches quoted. One-day meetings on local issues, if properly tailored to the subject and the audience might be an effective approach to the voting public.

From all of this there were many messages of advice for SEEC as to how it should help to promote WCS and CDP through environmental education. The main points are included above. It was pointed out, however, that to exercise these functions in any way adequate to the need SEEC would require a full-time staff, at the least a Development Officer with secretarial support. From this base its role could be marketed much more effectively and its influence in the main fields of information, co-ordination, curriculum development, provision of resources and advisory services could grow accordingly. As an organisation committed to ensure balanced understanding rather than to crusade for narrow objectives it has a role which many might consider vital at a time when environmental issues are becoming increasingly emotive.

And for the participants at the conference, what message? Mainly that,if the objectives of WCS and CDP are to mean anything in future planning, there is a call to everyone - individually - not only to commend the principles and recommendations but to be actively engaged in their dissemination and implementation.

J.E. Smyth.

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THE WORLD CONSERVATION STRATEGY

JOHN FOSTER
Director, Countryside Commission for Scotland.

First, thank you for inviting me to contribute to your deliberations today. I appreciate this very much. I am delighted that SEEC decided to hold this event here, and may I take this opportunity of welcoming the conference to Battleby on behalf of the Countryside Commission for Scotland. This I do most warmly.

Beyond doubt I am sure Ken Collins will allow me to say this - the main contribution this morning - the 'big picture', if I may take a cinema analogy from my younger days - follows after me when John Baines talks to you specifically on the Educational Dimension of the World Conservation Strategy.

My task is to provide an overall introduction - a global background if you like and they don't come any more global than the WCS. Indeed, so global is it in concept - and potentially at least in application too - that there is a danger of dismissing it as something much too big and much too much all things to all men (and women) to have a great deal of relevance to our relatively cosy situation here in Scotland.

I don't expect such an informed audience as you are to dismiss the WCS so lightly and if you have read the splendid pre-circulated article by the Chairman of the Conference contained in the journal REED, I am sure you will find many points in it of very direct relevance to all of us here in Scotland. I like to think of the article as St John's Epistle to the Environmentalists!

Before we look at the WCS in a national context - that is, as it relates to the United Kingdom - let us first remind ourselves of the basic message of the Strategy at its global scale.

In its simplest terms it is saying that no kinds of development - that is uses of land, buildings, production processes and so on - can be considered to be sound or sensible if they destroy or significantly diminish the basic materials (resources) on which they depend. If we are to avoid losing or wasting these basic materials - particularly our non-renewable resources - we have to consider all our economic activities in relation to the resources they use, selecting as preferred activities those which can be sustained in perpetuity or over the longest period.

May I give you two examples - the first from faraway places. Across Latin America, Africa and South East Asia more than one third of the world's population depends on wood for cooking and keeping warm. Tropical timber is also felled

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extensively for industrial uses, and forest land is continuously being cleared for agriculture. If the loss of forest continues to go on at the same rate in the future, the area of uncut forest will be half its present size by the end of the century. That is only sixteen years away. What then will people do in the year, say, 2050 when it may all be gone? Remember, that is less than a single lifetime ahead - the young children you see around today, with luck, will still be very much alive then.

The second example is much nearer home - off the shores of Scotland, in fact. If we exploit our North Sea oil wastefully at the fastest rate we can suck it out of the sea bed,rather than conserve it and utilise it sensibly for our essential needs, we shall all be the losers when the wells run dry much sooner than they otherwise would. And remember, again we are in the realms of the relatively short term, for the peak production of oil is expected within the present decade, reducing thereafter and - it could be - running out within the life-time of many of you here today.

That is the basic message of the WCS - with a couple of examples, one global and the other very much here on our doorstep. I am not in any sense seeking to be alarmist, but it is still all too easy to live in Scotland today and to be aware only in a vague way of the threats that there are to our environment - and even in that vague awareness, to tend to shrug them off as problems "out there" somewhere in the Third World or else out beyond our own lifetime.

The WCS in this respect is a timely reminder to all of us that the problems are here and now. As technology moves us further away from the natural world, so the danger of irreversible damage being done becomes ever more likely. The objectives of the WCS require that broad conservation principles be incorporate henceforward into the whole fabric of society and that they be made to sit conformably with development.

Chairman St John's Epistle which I have already mentioned explores how the strategy was conceived by a group of international agencies - notable among them IUCN and WWF - and how its preparation was undertaken, leading to its launch worldwide in 1980. I don't propose to go over any of that ground today, other than to underline the tremendous amount of international effort and goodwill that went into the task.

Because the Strategy deals with the whole world it is inevitably couched in fairly general terms. It has been criticised as being too bland, thereby allowing individual governments to welcome it without being committed to anything very specific or onerous. But it also invites governments each to prepare a national plan and programme that interpret the objectives of the Strategy in ways appropriate to the particular local circumstances, so that its principles can

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begin to be incorporated into the national planning of the individual countries in ways most appropriate to their local circumstances and conditions.

This now brings me to the United Kingdom dimension. In giving the Strategy a broad welcome when it was initially launched in 1980, our Government very commendably picked up this challenge of preparing a national programme. Equally swiftly, however, it kicked the ball well up field to a group of national agencies and voluntary bodies to take it from there. There were six of them - Nature Conservancy Council, Countryside Commission, Countryside Commission for Scotland, World Wildlife Fund, Royal Society of Arts and the Council for Enviromental Conservation. They became in effect the sponsors of what was known, while the work was going on, as the UK response to the WCS.

I was one of a number of people in Scotland privileged to be involved in the organisation of this work. At the outset it seemed a mindbending exercise, both in the vastness of its scale and in the tremendous range of subject to be covered.

We (the sponsors) decided at the outset that we could encompass the parameters of the Strategy under seven heads - closely inter-related - each to be examined and appropriate recommendations made under it. The machinery was complicated - each subject had a distinguished chairman and a professional rapporteur - the latter being the guy who really had to do the work. John Baines was one such. Each chairman gathered round him up to about twenty experts - John Smyth was one of these - who met and tossed the subject around in terms of their particular interests.

The results of all this activity were written up in seven substantial reports which were then exposed to wide public debate. Thereafter they were adjusted here and there in response to the most telling views expressed in the debate and were then published in a single very large volume.

The scope of each of the seven reports is very well summarised in Chairman St John's Epistle and I want to do no more this morning than give some colour to the proposals by picking out just a few of the main themes from the 169 recommendaions contained within the seven reports.

First, the report on INDUSTRY which is, in essence, about pulling ourselves out from under the dying and heavy manufacturing resource-greedy industries of the past and moving into the technological industrial scene on a big scale. Seven so-called "sunrise" industries are indentified which do not use up scarce or non-renewable resources and which avoid waste of resources and energy in production.

The next, the URBAN report recognises that many of our cities and towns have serious problems of wasted energy,

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pollution and low environmental quality. It identifies ways of reducing demand on energy- fossil fuels - and avoiding waste. It looks at the practicability of designing new and adapting existing buildings so that they are more flexible in use and have a longer life. It urges greater efforts to extend the green space within our cities and to make our urban environmen more congenial for those who have to live and work in it.

The RURAL report recognises that in Britain we do not have a coherent policy for rural land use and many quite disparate interests are continually competing with one another. It promotes ideas for improving the countryside by suggesting ways of reconciling agriculture and forestry with conservation interests. It urges a review of the Common Agricultural Policy of the EEC and proposes that we overhaul our whole system of nature and landscape protectiom to harmonise more closely the various elements and thereby make it more effective in operation.

In the MARINE AND COASTAL report the obvious priorities are concerned with conserving fish stocks, reducing pollution and protecting amenity and wildlife in our estuaries.

The INTERNATIONAL report seeks that the UK look at its policies on using resources imported from other parts of the world to avoid misuse and reduce waste. We have a great opportunity to be outgoing - as a relatively rich country - in helping other poorer countries to improve their knowledge and expertise so that they can also conserve their own resources better in the future.

Next is ETHICS, and perhaps this report should have been the first rather than the sixth, for most of everything else depends on first developing the right moral attitudes and getting a proper understanding of the inter-dependence of humanity and nature.

EDUCATION is the last subject and, from the need for understanding which the Ethics report brings out, it is but a short step to the important business of convincing people at large - including industrialists - that conservation is not only essential, but that it can be positive and rewarding in its own right. This report concerns itself with ways and means of getting the importance of conservation, in all its aspects, across to people of all ages, through the formal educational system and otherwise. And this, of course, is the subject of today's conference.

I said a few minutes ago that within the seven reports there are no less than 169 recommendations - all important in their own right and worthy of implementation in some way or another. But they had to be given a sharper cutting edge by concentrating them in a small number of action proposals which

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would in effect embrace all of them in some way or another.

The unenviable task of bringing the act together was tackled by an eminent enviromental consultant - Brian Johnson - and the result was an overview report under the title, 'Resourceful Britain' This distilled the mass of recommendations down to ten action proposals - the ten ways to action summarised on the one extra bit of paper I have added to your collection this morning.

This then is the UK response to the WCS - or, putting it more positively, the Conservation and Development Programme for the United Kingdom. It was launched on 8 June last year - the day before the General Election (we had fixed our date first). It was given a good send-off by HRH The Prince of Wales - and here in Scotland let us not forget that he is also the Duke of Rothesay.

What has happend since 8 June? May I bring you up to date very briefly. The programme was formally lodged with Government and is being currently studied by the various departments of State concerned - a complicated process of inter-departmental consultation which, we are told, may take some time.

However, to be fair to Government - which demonstrates that I am a kind chap at heart - this is not being done entirely as an in-house exercise behind closed doors. Government asked the three national rural conservation agencies- NCC, CC(EW) and CCS - for advice on how it might best implement the recommendations relevant to their interests and expertise. The three agencies got their heads together and produced an agreed statement of advice - positive in its attitude, as you would expect.

This advice has gone to Ministers, along with a request from the Chairmen of the three agencies for a joint meeting with the Minister of State for the Environment and the Secretaries of State for Scotland and Wales. Now, there's a complicated scenario for you, but we are hopeful that a meeting will take place soon and at it we shall certainly press our case for action very hard.

One other matter has definitely made progress since last June. This concerns the last of the ten Action Proposals - the idea for a centre or focal point which would help to create and manintain the climate necessary to help ensure that the elements of the Programme are translated into action as and when feasible.

This focal point - to be called the Centre for Economic and Enviromental Development - is in process of being set up under the chairmanship of Sir Arthur Norman of the De La Rue Company and a board of eminent people in conservation and industry. Start-up finance has been provided by

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NCC, CC(EW), CCS and WWF, but it is hoped that funding through sponsorship by industry will figure largely in the future. The post of Director was advertised at the end of February.

A first job of this Centre will be to help bring together conservation and development interests and to get them understanding - more so than has been the case in the past - that conservation and development are not necessarily opposing forces, but can - and indeed must - come together in a partnership to work in common cause. A very important role of the Centre will be to try to influence the decision-makers, both in the public and private sectors - and particularly those in Government, for if the package proves politically unsaleable we shall all be the losers.

There is a further general point about the UK activity on the WCS which I should mention. I know that some of you are aware that Wales did its own thing, albeit that, in so doing, it did not opt out of the UK scene completely. If Wales - why not Scotland, you may well ask.

We who were involved from Scotland at the outset of the exercise gave this careful thought, but we decided that there was a distinct balance of advantage in putting our efforts into getting a single response representing a UK picture. To have divided our limited resources between a UK exercise and a homespun Scottish product would have extended those resources beyond reason. There is nothing in the UK Programme which prevents a specifically Scottish dimension being added later if there is seen to be a need for this in the future.

It is not expected that everyone will agree with all the recommendations and action proposals in the UK Programme, nor do we pretend that the Programme is a blueprint which can be imposed on the country immediately and as a whole. The WCS proposes a profound - but essential - revolution in the lifestyle of everyone. It will take time, but obviously the sooner the better.

I see this occasion today as an element in that beginning - an important element, for you - as educationalists - are more than many in a position to influence thinking in a whole variety of ways across a wide spectrum of our society. You may find the written word of the Strategy heavy going in places, but please don't put it aside or dismiss it on that account.

The UK, on this occasion, has been one of the first in the field in picking up a crucial worldwide issue which, it is perhaps no exaggeration to say, concerns the ultimate survival of all of us and it has worked hard to produce a structured and positive response to the challenge of the World Conservation Strategy.

I am aware that the waves set up by the launch of the UK

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Programme in London last June only reached Scotland as small ripples. Perhaps today you can produce a little Scottish splash in educational terms. John Baines will very shortly be giving you his ideas about possibilities for doing things and this afternoon, when you get your heads together in discussion, you may be able to provide some practical recommendations which SEEC and agencies such as my own can take forward into action. I very much hope that this will be so.

WCS: THE EDUCATIONAL DIMENSION

JOHN BAINES
Director, Council for Environmental Education.

Thank you for inviting me to speak at your conference. As author of the Education Report of the Conservation and Development Programme for the UK, I am particularly happy to be able to promote its recommendations. It is also a great pleasure to return to Scotland, visits which are becoming quite frequent as our cooperation with SEEC increases. This visit is a little less harrowing than the one earlier this year when we chose the wildest weekend of the winter to drive up with our computer to transfer data from the one at Paisley. This time I hope to enjoy some walking as well. I only hope I can match the build-up given by John Foster.

My objectives are the following:-

a) To show that as educators we can actually do something. We need to convince others that conservation is important and that the relationship between man and the environment is a proper topic for education to deal with.

b) To improve our understanding of the nature of environmental education showing that it is an effective vehicle for education of many types, e.g. in schools, youth work, professional associations.

c) To show how EE can contribute to a better understanding of the man/environment relationship and a wiser use of the environment.

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d) To attempt to put this into the context of the main message of the WCS and its interpretation through the UK Programme.

e) To show how we can and are helping to realise some of the recommendations of the UK Programme.

f) To look at the future for EE in the UK.

THE NATURE OF THE MESSAGE

In recent years we have become familiar with pictures of our planet viewed from space, home for man and millions of other species of plants and animals. It is all we've got, and for the foreseeable future must provide all our needs - water, air, food, shelter, energy, resources and our various social and cultural needs.

For our survival and well-being we have to use the resources offered by our home but at the same time conserve them to guarantee they will continue to supply us. It is the aim of conservation to make sure that we achieve a satisfactory balance between exploitation and conservation.

It is the message of the WCS that we have not got this balance right at the global level. Loss of the tropical forest, the richest habitat on earth and a climatic controller, loss of genetic resources and unsustainable use of species and ecosystems are all illustrations of imbalance which will affect us all.

The UK Programme provides guidelines for what we can do in this country to help achieve a satisfactory balance. One of the sections relates specifically to the role of EE in this effort. It aims to show how we can inform people about the issues and proposed solutions and encourage a commitment to conservation through fostering an atmosphere in which care for the environment becomes as much a part of life as caring for oneself.

The document does not recommend that educators rely on merely teaching about the issues. It calls for a broad approach based on the principles of EE, an approach which will involve a variety of educational and environmental experiences. These experiences build awareness of the environment, an appreciation of its quality and an understanding of the mechanisms which support it, knowledge, concern and a personal sense of responsibility towards the environment as an act of faith.

The message is not only aimed at teachers and students in schools, but all those involved in educational activities including curriculum and educational policy makers, youth leaders, the media, professionals, and that all encompassing term - the public.

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DEVELOPING UNDERSTANDING

How can we develop within people the motivation and ability to use the environment wisely?

I don't intend to go into detail about progression in education courses or how to achieve it. That is much better left to you who know your target audience. However the Report suggests some general principles:

a) Field Work. It is important to encourage education and activities in the environment, starting with the most local, even though it may seem to afford little potential. Using the familiar environment as a resource for education helps in the development of awareness, appreciation and concern.

b) Local Issues. The Education Report recognises that many of the issues and topics described in NCS are outside the experience of many people and it therefore advocates starting with the environment in which people live and then broadening horizons to encompass wider issues. Local issues are recognised as relevant and therefore attract more interest. They can help people understand the nature of controversy, and the mechanisms for settling it. It also provides a testing ground for moral values. It is often possible to get help from local authorities and local organisations with special expertise on the local environment.

c) Knowledge. It is impossible to reach informed decisions about environmental issues without a sound knowledge of the environment, ecological principles which govern it and how we have arrived at our present use of the environment. Sound knowledge is important if prejudice and indoctrination are to be prevented.

d) Involvement. There is much we can do to help conservation individually. An aim of education should be to motivate people to want to participate as well as to develop the skills to do so actively.

e) The moral issues. The way we use the environment not only reflects the level of our knowledge, economic development and technical skills but our cultural and personal values. If we regard the environment only as a source of wealth creation, we are unlikely to use it in a sustainable way. We need to show how our behaviour relates to the values we hold, and which aspects need to be modified to ensure economic and social development that is sustainable.

Achievement of these may require changes to structures in education and to the attitudes which relate education to the environment.

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GETTING THE JOB DONE

At this conference we come from a variety of professional fields, but we all have one thing in common - we want to promote education about the issues contained in the UK programme. What can we do to promote this both at a personal level and collectively?

If we regard the issues as important we should learn more about them so that we can participate in informed debate and be more confident in the action we take. There is information available from many sources presenting the different sides of arguments. We should also try to understand why conservation is in our own self-interest, what EE is all about and how it can help develop conserving attitudes.

It is important not only to inform others but to teach by example about the issues, and show by example that we believe in what we say. For example do we use recycled paper, do we return bottles or take them to a bottle bank, do we try to conserve energy, do our organisations have a conservation policy, and so on?

Join and support others: your voice is more likely to be effective as part of an organised group. Your membership will also give greater authority to the statements and endeavours of the organisation. Associate yourself with the cause. Groups are also better able to get involved in projects. If the organisation does not have an effective education programme try to develop one.

Go out and sell EE. What opportunities are there in your organisation to bring change through education? Can it help implement any of the recommendations of the report? For example:

Encourage schools to have a policy for the teaching of EE and to set up a conservation plan.

Provide information for use in education programmes.

Set up courses and publicise them through various channels.

Influence examination boards, set up new courses.

Lobby local and national politicians.

Use others to assist in your education programmes, e.g. Local Authority departments.

PROGRESS SO FAR

The UK Conservation and Development Programme has made some progress. The new Centre for Economic and Environmental Development is being established (in London).

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The development of an information service in association with SEEC is well advanced.

Guidelines have been produced for publishers on building an environmental component into their publications.

There is greater public awareeness, more sense of responsibility and more pressure for improvement.

Organisations with common concerns are showing a united face.

REMEMBER

Concentrate on successes - success breeds success, doom breeds despair and hopelessness.

Give your support to SEEC. It provides a structure within which to focus all the EE activities in Scotland. It can be free of sectoral interests in the environment and provide a corporate identity for an EE movement. It can provide a mechanism for the collection and dissemination of information about EE and for use in EE programmes. If used as a first point of reference it can monitor developments, help prevent duplication of effort, put similar interest groups in touch with each other and provide a voice for EE. Please lend it your moral and financial support. If experience in England and Wales is anything to go by it can provide a most valuable resource for those interested or working in EE and can provide the focus for developing a national strategy. But it needs everyone's support.

CONCLUSION

This meeting is once again drawing attention to the need to use the environment wisely. We don't want to dwell on the problems and be known as doom-mongers. We want to show the very great and positive contribution that EE can make to solving problems and creating environments which are both capable of supporting present and future generations and pleasant to live in. Show in your education programmes the ways in which development has led to an improvement in the quality of life for the majority of citizens in the UK. I hope at the end of the day we are sufficiently enthused to go out and sell the concept and practice of EE. It provides a good education and a basis for realising the aims of conservation. But remember to link it back to SEEC, which should be able to provide the connecting point for all our activities.

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AN INVITATION TO ANY WHO ARE NOT YET MEMBERS OF SEEC

In the modern world people need to know more about the things which determine the nature and quality of our environment, and understand how it can be better managed. The Scottish Environmental Education Council exists to promote this kind of education. We take this opportunity to invite you to become one of its members.

Membership will entitle you -

1. To share with others in promoting environmental education in Scotland through all the means available to accomplish this, and developing the cooperation between individuals and organizations needed to have maximum effect;

2. To take part in meetings of the Council (an annual conference and other meetings from time to time);

3. To receive publications and correspondence relating to the work of SEEC: these include the main publications of the Council for Environmental Education (our corresponding organization in England and Wales), namely the Review of Environmental Education Developments (REED) which appears three times a year, and the Newsheet listing recent publications and coming events which appears ten times: the amount of Scottish involvement in both of these publications will increase;

4. To have access to the information bank on environmental education resources, held on computer file; at the moment this consists mainly of bibliographical material but it is being steadily increased.

There are two kinds of membership*

Institutional membership (presently £15 p.a.),

Individual membership (presently £10 p.a. or £5 p.a. if a subscription to REED is not included).

Applications are invited from anyone concerned in the promotion of environmental education, and should be made to the Secretary of SEEC, c/o Scottish Civic Trust, 24 George Square, Glasgow G2 1EF.

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